Teaching & Service Summary
Case for Satisfactory in Teaching

According to the School of Humanities and Social Sciences Promotion and Tenure Criteria (1.5.B.a), the "**standards for Satisfactory Performance for Promotion from Associate Professor to Professor Faculty must be at least satisfactory in the areas other than the one they select as excellent.**" This is followed with, the "**minimum accepted standards in teaching for purposes of promotion require the candidate to have demonstrated a consistent record of satisfactory course development and stimulation and effective support of student learning.**"

In early 2018, we conducted a self-study of New Media, Art, and Technology in preparation for an external review. The external review itself, conducted by Professor Paul Catanese of Columbia College Chicago, provided a detailed examination of our departmental mission, accompanied by substantive recommendations for adjusting our curriculum to better allocate our resources, and to meet that mission. Using the resulting recommendations and data from other sources, I developed a more cohesive and comprehensive offering of Digital Media courses that align with the needs of the students, the demands of the industry in which they wish to enter, provide support across our entire curriculum, and serve the needs of students across the entire campus, including but not limited to music, theatre, languages, and computer science. To that end, I **developed one new course** and **redesigned three existing courses**. To facilitate this area of study and support our students, I **designed and installed two digital media production suites, created a digital media library,** and **purchased additional audio and video equipment to support the lab and field work the four new courses required**. In order to continue this deliberate revision of our program, I transitioned my course-load to teach and assess this revised digital media area of study. The new courses include **Digital Media Studio I: Still Images**; **Digital Media Studio II: Time Based Art**; **Advanced Digital Media Studio: Video Art**; and **Sound in Context: Audio for Film, Video, & Interaction**. Though much work remains in the development, demand for these courses is consistently among the highest in our department.

Course design on its own, is not enough to suggest satisfactory teaching. Implementation and student engagement are also important benchmarks. The assessment of these endeavors can be seen in the student evaluation data and comments. The raw data have been unfailingly positive, as have the comments.

Peer observations ensure that these kinds of responses aren't merely reflective of the popularity of the professor. My teaching was observed and peer-evaluated in spring of 2019 by Dr. Joe Keener, Chair of English and Language Studies. Having seasoned professionals (with a long history of effective teaching) observe and evaluate classes is invaluable. This observation notes my ability to effectively engage and stimulate the student.

> When I arrived, students were already in the lab and most were working on their projects. Additionally, a student had printed extra copies of a form to be used that day in class and gave them to his fellow students. What these two things have in

common is the kind of atmosphere Erik has created—one where students are interested and on-task, yet still a part of a community.

Later, this observer goes on to describe what, for me, is a typical in-progress critique. Individual student meetings allow me to touch base with everyone, while simultaneously encouraging students to refine their work in the moment, making use of the critique.

> What is especially impressive about how the class unfolded is the wide variety of students Erik has to engage. He told one students that her work could be a part of a Master's degree and referred to another as "Art with a capital A." At the same time, I observed a student who clearly was not prepared for class and brought nothing with him, yet, because Erik had devised a form where students had to write about their intent, a description of the project, and a title, he was able to have a meaningful exchange with this unprepared student, and he reminded that student that the project was due in a week's time. This is often the sign of a great educator, making the best of it no matter where students are in their thinking or creating.

Finally, this observation touches on a foundation of my pedagogy—one I have honed over the last 17 years of classroom instruction.

> I offhandedly mentioned that it seems like no two professors teach exactly the same way, yet they all can still be highly effective. Erik replied "The class tells you what kind of teaching it needs." This assertion encapsulates Erik's pedagogy and was borne out in the class I observed.

These summative comments not only support a strong case for satisfactory teaching, they are indicative of my growth as an effective educator and supporter of student learning (3.1.2.B.b).

From summer 2017 to present, I have taught 18 discrete courses within the department of New Media, Art, & Technology (NMAT). Of those, I have taught ten courses two or more times. In addition to my traditional classroom teaching, I routinely make myself available to students for independent study and internship supervision. Over this same period, I supervised **23 internships** and taught **6 independent studies**. My involvement in our student internship programs is not limited to supervision.

Starting in fall of 2019, I assumed the role of **Editor in Chief of *Field: A Journal of Arts and Sciences*** and led the activities of the journal, culminating in the publishing of our fifth issue. This peer-reviewed annual campus publication features scholarly research, creative writing, and visual art produced by Indiana University Kokomo students. To facilitate this, an editorial board consisting of approximately ten students enroll in an English internship course ENG L498. Intern duties include submissions recruitment and review, editing and copyediting, social media, marketing, PR, design and layout, honing the journal's mission and vision, and other tasks as specified. Interns participate in biweekly staff meetings. The Editor in Chief role is that of instructor, manager, mentor, and facilitator. Mentorship was most relevant when working with the Executive Board members in this cohort. Executive board members, consisting of managing editor, art

director, and associate & copy editor are typically the most experienced of the group, as they are charged with student leadership roles. They attend additional weekly meetings as paid work study students and oversee the daily operations of the journal. Despite the campus closure in the midst of spring 2020, volume five was published and delivered. Unopened boxes await our eventual return to campus. Additionally, our managing editor was accepted into graduate school at Butler University.

Case for Satisfactory in Service

According to the School of Humanities and Social Sciences Promotion and Tenure Criteria, "require the candidate's service contributions to reflect a consistent pattern of quality service activity at least at the departmental and campus levels, with evidence of filling significant service roles as expected of a senior faculty member (such as chairing committees, serving on campus P & T or third year review committees, participation in significant Faculty Senate committees, serving in administrative capacities). Section 3.1 of the HSS AEG gives examples of items that can count toward service." (1.5.B.d).

The service presented in my Dossier exhibits this idea of a "consistent pattern of activity," both in the department and beyond. The quality and impact is easily seen. These activities range from the directly academic, to the extra-curricular, from service for the NMAT department and the School of Humanities and Social Sciences to Faculty Senate Governance, from outside the state to within the Kokomo Community.

Since I joined this campus, I have enjoyed working on Faculty Senate Committees. In the time since my promotion to associate professor, I have served on the **Educational Policies Committee** (2017-present), **Faculty Board of Review Committee** (2017-2019), **Assessment Committee** (2017-2018), and as **Faculty Senate Parliamentarian** (2017). These campus-wide committees typically run during the fall and spring terms, however the Educational Policies Committee works through the summer as well, and we have been quite busy in the last few years.

Since 2017, I have served on **two School of Humanities & Social Science Promotion and Tenure Committees**, **chairing one**. These three-faculty committees work on a deadline to review the dossier(s) before they move to the campus-wide committee. My departmental service has included several recruitment events, including VIP days. I served on a **Third Year Review Committee** and **chaired a faculty search committee**. Out of necessity, the search was conducted much later than usual, which presented logistical challenges. The search was successful, however, with our newest faculty member joining us in fall 2019.

My service off campus often helps inform my decision-making and keeps me actively engaged in my field. This is the case with my work as **Managing Editor of _Burningword Literary Journal_**—an international quarterly arts publication, without which I could not have served our campus as Editor in Chief of _Field: A Journal of Arts and Sciences_.

Locally, I serve on advisory boards for **IU Kokomo Art Gallery, IU Kokomo Downtown Gallery, Kokomo Public Arts Action Coalition**, **Logansport Century Career Center**, and the **Kokomo Area Career Center Interactive Media.** My work with the various career centers keeps me in the loop of our local high schools and has a direct effect on some of our future students.

A clear pattern can be determined reading through this shorthand summation of my service. The quality of my service and the influence of its efforts can be seen and felt in my program, department, campus, other institutions, and the community; this pattern of involvement and achievement is resonant in all three of the areas of educational enterprise—teaching, research, and service. The information I am presenting speaks for itself; it makes the case for what a senior faculty member at Indiana University Kokomo should exemplify.

List of All Courses Taught by Erik Deerly as Associate Professor

Course Title	Course Number	SU2017	FA2017	SP2018	SU2018	FA2018*	SP2019	SU2019	FA2019	SP2020
Foundations Tier 1	NMAT F102		x							
Foundations Tier 2	NMAT F201								x	
Connected Foundations	NMAT F250	x			x			x		
Digital Media Studio I: Still Images	NMAT D216						x		x	
Digital Media Studio II: Time Based Art	NMAT D316								x	x
Advanced Digital Media Studio	NMAT D416									x
Sound in Context: Audio for Film, Video & Interaction	NMAT D336						x			x
Graphic Design I	NMAT D257		x		x			x		x
Graphic Design II	NMAT D357									x
Identity Design & Branding	NMAT D367								x	
Typography I	NMAT D217			x	x		x			
Typography II	NMAT D317			x						
History of Graphic Design	NMAT H258	x		x						
New Media Theory	NMAT G411			x						
Professional Practices	NMAT G401		x							
Senior Thesis/Capstone	NMAT G499						x			x
Independent Study in New Media, Art, & Technology	NMAT G341			x				x		x
Internship in New Media, Art, & Technology	NMAT G398	x	x		x		x		x	
Field: A Journal of Arts & Sciences	ENG L498								x	x

* Erik Deerly was on sabbatical during the fall of 2018.

Course Evaluations of Erik Deerly as Associate Professor

Undergraduate Classes 2017-2020 Using New Media, Art, & Technology Evaluation* (1-5 scale with *5=Strongly Agree*). Questions on following page.

Semester and class	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
H258 SU17 *History Graphic Design*	4.86	4.86	4.86	4.86	4.86	4.86	4.86	4.86	4.86	4.86	4.86	4.86	4.86	4.83	4.86	4.86	4.86
D257 FA17 *Graphic Design I*	4.79	4.79	4.79	4.93	4.86	4.86	4.79	4.79	4.79	4.79	4.86	4.79	4.86	4.79	4.79	4.86	4.79
G491 FA17 Professional Practices	4.45	4.45	4.36	4.82	4.91	4.64	4.27	4.36	4.27	4.45	4.45	4.27	4.18	4.40	4.91	4.55	4.55
F102 FA17 *Foundations Tier 1*	4.67	4.78	4.67	4.89	4.89	4.89	4.89	4.44	4.78	4.56	4.89	4.56	4.11	4.50	4.89	4.89	4.67
F102 FA17 *Foundations Tier 1*	3.75	3.83	4.00	4.00	4.83	4.58	4.67	3.58	4.25	3.67	4.50	4.25	3.75	4.17	4.33	4.42	4.17
F102 FA17 *Foundations Tier 1*	4.67	4.78	4.67	4.67	4.67	4.67	4.78	4.56	4.33	4.67	4.67	4.78	3.89	4.78	4.89	4.56	4.44
D217 SP18 *Typography I*	5.00	5.00	4.67	5.00	5.00	5.00	4.70	4.67	4.67	5.00	4.67	4.33	4.67	4.67	5.00	4.67	4.67
D317 SP18 *Typography II*	5.00	5.00	4.50	5.00	4.50	5.00	5.00	4.50	4.50	5.00	5.00	4.50	4.50	4.50	5.00	5.00	5.00
G411 SP18 *New Media Theory*	5.00	5.00	4.67	4.67	4.67	4.67	5.00	4.67	4.67	5.00	5.00	4.67	5.00	5.00	5.00	5.00	5.00
H258 SP18 *History Graphic Design*	5.00	5.00	5.00	4.33	5.00	4.33	4.67	4.33	5.00	5.00	4.86	5.00	5.00	5.00	5.00	5.00	5.00
D257 SU18 *Graphic Design I*	4.67	4.67	4.67	4.67	4.67	4.67	4.67	4.67	4.67	4.67	4.67	4.67	4.33	4.67	4.67	4.67	4.67
D216 SP19 *Digital Media Studio I*	3.86	3.57	3.71	3.43	3.86	3.86	4.00	4.00	3.71	4.14	4.14	3.86	3.71	4.14	4.00	4.00	4.00
D217 SP19 *Typography I*	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
D499 SP19 *Senior Thesis/Capstone*	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
D336 SP19 *Sound In Context*	4.57	4.33	4.71	4.17	4.71	4.57	4.71	4.71	4.71	4.71	4.57	4.57	4.71	4.71	4.71	4.86	4.57
D216 FA19 *Digital Media Studio I*	4.46	4.46	4.15	4.46	4.54	4.46	4.38	4.23	4.08	4.62	4.62	4.54	4.54	4.31	4.62	4.69	4.62
F201 FA19 *Foundations Tier 2*	4.75	5.00	4.25	4.50	5.00	4.75	4.75	4.75	5.00	5.00	4.75	5.00	4.75	4.75	4.25	4.75	5.00
D257 SP20 *Graphic Design I*	4.67	4.83	4.50	4.33	4.33	4.33	4.33	4.67	4.50	4.67	4.67	4.50	4.50	4.67	4.33	4.67	4.67
D357 SP20 *Graphic Design II*	4.50	4.50	4.50	4.50	5.00	5.00	4.50	4.50	4.50	4.50	4.50	4.50	4.50	4.50	5.00	5.00	5.00
D316 SP20 *Digital Media Studio II*	4.60	4.60	4.70	4.50	4.70	4.60	4.70	4.70	4.70	4.70	4.70	4.70	4.70	4.70	4.80	4.70	4.70
D336 SP20 *Sound In Context*	4.40	4.60	4.20	4.80	4.60	4.40	4.60	4.60	3.80	5.00	5.00	5.00	4.80	5.00	5.00	5.00	4.80
D416 SP20 *Advanced Digital Media Studio*	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Course Evaluation Averages 2017-2020	4.53	4.58	4.56	4.70	4.84	4.75	4.71	4.43	4.55	4.50	4.71	4.59	4.28	4.58	4.78	4.69	4.58

The student evaluations were measured using the following Evaluation Form, with a 1-5 scale where *5=Strongly Agree*.

1. My instructor organized this course well.
2. My instructor is well prepared for class meetings.
3. My instructor uses teaching methods well suited to the course.
4. My instructor is knowledgeable on course topics.
5. My instructor treats students with respect.
6. My instructor is regularly available for consultation.
7. The instructor promotes an atmosphere conducive to learning.
8. The objectives of this course are clearly stated.
9. Announced course objectives agree with what is taught.
10. The grading system for this course was clearly explained.
11. Grades are assigned fairly and impartially.
12. The course improved my understanding of concepts in this field.
13. The instructor uses Canvas to post grades, syllabus and class materials in a timely fashion.
14. New media/art projects are appropriate to the level of the course.
15. My instructor values my creativity and/or originality.
16. Evaluations of my media/art projects are constructive.
17. I can apply the learning in this class to work in my future profession.